

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL8

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Victoria Marquis

Official School Name: John L Nash Middle School

School Mailing Address: 1134 East 3100 North Road
Clifton, IL 60927-7087

County: Iroquois State School Code Number*: 320380040261002

Telephone: (815) 694-2323 E-mail: vmarquis@cusd4.org

Fax: (815) 694-2830 Web site/URL: http://www.cusd4.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Tonya Evans Superintendent e-mail: tevans@cusd4.org

District Name: Central CUSD 4 District Phone: (815) 698-2212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Hansen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12IL8

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12IL8

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 9627

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	52	34	86
K	0	0	0		7	30	37	67
1	0	0	0		8	35	40	75
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	38	45	83		12	0	0	0
Total in Applying School:								311

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	19
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2010	326
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 0
 Number of non-English languages represented: 0
 Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 40%

Total number of students who qualify: 128

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>1</u>
Total number	<u>28</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12IL8

There is no set formula, no perfect program, or magic answer to increase student achievement. John L. Nash Middle School simply looks to the students to set the direction each year. Since no two years look the same in terms of the students, we continually change our educational model to meet their individual needs. In addressing these needs we have adopted the vision statement listed below.

Nash will provide meaningful, challenging, and appropriate educational activities for each student's academic, social, cultural, and personal development. We will continue developing a community partnership which allows each student to achieve academic and personal success. We will seek to provide opportunities that will ensure that each student can learn to demonstrate responsibility and respect.

This vision guides each decision made at Nash Middle School.

Our teachers work! Of course they work hard; most teachers do. Yet our teachers do not see it as work; teaching is their passion. This shared passion makes them work well together. The teacher-to-teacher relationships at Nash model collaboration and teamwork. A large portion of our student success stems from strong, shared leadership and the understanding that “it takes a village to raise a child.” We continue developing a community partnership which allows each student to achieve academic and personal success.

Nestled amongst the cornfields of Illinois, the Nash school community is a rural district spread over 174 square miles. Built in 1962, the original facility was designed for 7th thru 9th grades. Within the last decade, the district reconfigured its three elementary buildings to focus attention on a strong middle school concept. The school has become a community of 325 students ranging from 5th-8th grades served by a modest 21 certified staff members. This rural community's major source of income is from small family businesses and the agriculture industry. Most community members must travel outside the school district to provide an income for their families with 40% of our families qualifying for the free and reduced program.

Students receive personal attention from staff beginning with a smiling face each morning as they enter the building. Student commendations, which are written by teachers acknowledging students doing the “right thing”, are distributed in this morning procedure. In addition, students needing extra assistance can check in with their teachers prior to the start of their academic day. During the day, “working lunches” assist students in completing work. Staffed by certified members of the Nash faculty, Homework Hangout is a free tutoring service offered to all students twice a week for an hour after regular school hours. Positive relationships extend beyond the students as teachers involve the parents in the educational process.

An example of an extension of the parents and the community members building a positive relationship is the support in sponsoring extra-curricular events for our students. The extra-curricular activities teach additional leadership and team building skills not taught within the confines of the classroom. These activities instill pride and tradition within the Nash community. The community groups have provided financial support to assist in maintaining the extra-curricular events of Speech, Beta Club, Baseball, Softball, Cross-Country, and Swing Choir. The support from the community to provide these extra activities aids our students to become all they can be.

Even with strong teachers and parent involvement, success ultimately comes down to the student. Students are inspired to become independent advocates for their own learning. They are taught in a least restrictive environment, and are often co-taught in situations, which benefit not only special education students but all students. For those in need of additional support, our strong Response to Intervention (RtI) teams assist them in their educational journey. With dedication from the students and a solid academic foundation, our above-state-average test scores are the norm at Nash. Excellence in education is our tradition.

As a Character Counts school, Nash staff demonstrates the positive Six Pillars of Character. The pillars are reinforced in the assignment notebook, daily quotes, discipline referral process, and Student of the Month program. Staff members even “pay it forward” by choosing another staff member for the monthly “inspirational award”. Every month, each grade level completes a character educational activity, which does include bullying prevention. “Ruby’s Life Lessons” is a curriculum provided by the building social worker to the entire 5th grade class. Beginning the FY 2013, Nash will be partnering with our high school leadership class to implement the “Break the Code” bullying program for our 6th grade classes.

The school community is on a journey to provide the best education possible. Whether it is passionate staff members, committed parents, devoted families, or inspired students, the Nash community is committed to the mission statement of “striving for excellence today to be successful tomorrow” for our children.

1. Assessment Results:

Nash Middle School utilizes the Illinois Standards Achievement Test (ISAT) or the Illinois Alternative Assessment (IAA). The ISAT is given to all Illinois students who attend public schools; however, the IAA is used limitedly for qualifying students. Students are assessed in Reading and Math yearly, as well as Science in 7th grade. Scores are reported in National Percentile Ranks which represent the percentage of students nationwide who performed at or below that score. For this assessment, Nash Middle School considers students who Met or Exceeded grade level standards to be proficient.

The Think Link local assessment is aligned to the ISAT and is used as a gauge to indicate the current academic status of individual students. This assessment is given three times per year as a benchmark for the progress of students before they take the ISAT in March. Teachers can also use the total results on the Think Link to determine if there are concepts needing to be retaught with an entire class or a small group of individuals.

The STAR test is also given three times per year. This assessment examines Reading and Math. Results are reported as grade level functioning for each student. At Nash, we expect students to be at grade level in both Reading and Math. Of course, the average grade level range would include students who are no more than 1 year below grade level to those who are above grade level.

In the past 5 years, we have seen growth in the area of Reading. For example, in 2006 only 72% of the students in 5th grade met or exceeded standards on the ISAT. The following year, that same group had 80% meet or exceed standards. In 2008, 86% ranked in the meets or exceeds range and 87% met or exceeded in 2009. A 15% gain over those four years would be considered significant.

The area of Math has also seen gains. While there have been some years during which a slight dip in scores has been noted, during 2010 and 2011, we saw 92% or more of our students meeting and exceeding standards on the ISAT in Math. Admittedly, that was not the case in 2009, when our 8th grade class only had 78% meeting or exceeding. With the exception of the 8th grade classes in 2009 and 2007, all Math results across the four grades have been in the 80-90% of students meeting or exceeding Illinois State standards.

While tracking and comparing scores from year to year with the same group of students, it becomes clear that continued growth is documented. The last two years have reflected scores well above the 90% mark in all Reading, Math, and Science scores, with the exception of the 2011 Reading score that produced an acceptable performance of 87%.

Some of the factors that contribute to the gains we have seen include the use of Think Link data analysis and planning. Teachers use this data to reteach the concepts where students score below standards. Interventions through the RtI program are implemented for those students who fall below standards. Interventions that are available include Rewards Reading, Rewards Writing, 6-Minute Solutions, Visualizing and Verbalizing, Soar to Success, Comprehension Plus, Mastering Math Facts, PALS, Word Problems Made Easy, Carnegie, Language!, and Step Up To Writing. Interventions are provided at least 4 times per week for a minimum of twenty minutes each session.

Other contributing factors are more generalized. Co-teaching has been utilized for the past three years to give all students an opportunity for exposure to the general curriculum. All students participate in the Accelerated Reader and Accelerated Math programs. These programs are individualized to improve student deficit areas. In addition to Homework Hangout tutoring program, middle or high school tutors and mentors provide individualized tutoring during Supervised Study times.

2. Using Assessment Results:

STAR and Think Link assessments are given three times per year. Following the administration of the assessment, the staff at each grade level participates in data analysis with the District RtI Coordinator and the Principal. While they definitely consider the concepts for which the majority of students need additional teaching, they also consider individual student deficits to determine interventions necessary to bring skills to acceptable levels.

Think Link data has the biggest influence on classroom instruction. The data obtained shows specific Illinois State Standards that are problematic for Nash students. Additional instruction is provided to address performance deficits. Teachers reteach those concepts to ensure the students grasp them. This data also delineates the areas in which student performance is strongest.

STAR assessments are monitored by individual teachers, and the scores are used to determine levels within the Accelerated Reading and Accelerated Math programs. Students are given the opportunity to work individually on the skills they need the most via the computerized program. Gains in their grade level performance have been realized through this avenue.

Parents are informed of their child's performance in several different ways. Parent Teacher Conferences are held the first week in November. Parents meet with each of their child's teachers to review ISAT data from the previous spring, and to be updated on current assessment data from Think Link and STAR testing. At this time, parents also review their child's report card which indicates their functioning within the classroom. Nash Middle School is proud to have an attendance rate of 100% of its parents participating in conferences. This remarkable participation rate is accomplished by accommodating parents with scheduling individualized times, phone conferences, and/or home visits.

Another way parents are informed of their child's performance is via the Skyward program. This internet-based program allows parents to view their child's current grades and missing assignments. As homework and tests are graded, teachers post those grades in Skyward. Therefore, the most current information is always available at the parent's fingertips.

Similar to the Skyward program, the Nash Middle School website allows teachers to post the current week's homework on their webpage, and parents can view their child's performance at any time. The website is a convenient way for parents to confirm their child's homework is completed.

The community is also informed of progress through the use of the Nash Middle School website. The website is accessible for community members to keep abreast of the amazing things occurring at the school and in the classroom. Monthly reports and an extensive School Improvement Plan presentation are posted on the website and shared with the Central School Board.

The School Report Card information is also submitted to the local newspapers. Each year, the progress of all schools in the IKAN Regional area (Iroquois and Kankakee Counties) is published. In fact, Nash Middle School was recently featured in the Kankakee Daily Journal as a National Blue Ribbon School nominee.

Nash's recently implemented RtI Problem Solving Team (PST) meetings have become a great strength for staff, students, and parents. A staff member or a parent can refer a student to the PST for extra assistance in guaranteeing greater student success at an initial meeting. The data collected on one particular student is shared with a team of teachers, the student's parents, and most importantly, the student. Every four to six weeks the team reconvenes to analyze the student progress towards his/her established goal and to determine new interventions, modifications, and/or accommodations. If necessary, this process would allow every student to have an individualized educational program. This program has established great gains by teaching our students to be their own advocates for future success on their academic and/or behavioral journey.

3. Sharing Lessons Learned:

Nash's vision is for all students to be successful. As Nash maintains this vision, we have begun to share our successful strategies with each other, schools within our district, and other schools throughout Illinois.

Nash guides the district with its vision of excellence in many ways. For example, all Nash teachers have been trained in Instructional Practice Inventory, a tool that measures student engagement. While this tool is not used for evaluation purposes, teachers often use it as a reflective tool to determine how they can better serve students.

Even before the RtI program began, the staff focused on providing the best possible services for all students. With the advent of the RtI program, Nash has continued to strive for student excellence by filling existing learning gaps for students. Nash now guides the district with strategies that continue to work for students who need additional support to be successful. For example, lead teachers and the Principal presented the RtI implementation plan to our district's board members. This presentation allowed board members, other administrators, and community members to see how our program and its best practices have ensured academic success for all students.

While Nash has supported other schools within the district, it has also shared its successes with other area schools. The administrator, RtI building coordinator, and select teachers presented a workshop at the county-wide teacher's institute that highlighted Nash's achievements within the RtI program. This presentation was also well received at the statewide Raising Student Achievement Conference where Nash earned the distinct recognition as a "Featured School."

Nash strives for excellence by teaching students that character is the foundation to being successful. Each month, a lesson is presented to all students within the building which focuses on one of the "Six Pillars of Character". The strategies and successes of this program are shared when students demonstrate character outside of the classroom. For example, the Nash Student Council has a student who exemplifies leadership as a district representative, a title only shared by eight students in Illinois. This involvement parlayed into a leadership opportunity for Nash's entire student council as they hosted the Mideast District workshop with a theme of leading with character.

As Nash continues to strive for student success, the staff will continue to share successful strategies and best practices, so all students can be more successful.

4. Engaging Families and Communities:

Nash is a small school serving several predominantly rural communities. By our very nature, we share a symbiotic relationship. Nash provides an excellent education while also producing high quality extra-curricular programs contributing to the enrichment of the school family. Success in educating the children of the community is both expected and supported. Effective communication is imperative in building and nurturing this mutually supportive relationship.

Technology has become a critical link in binding relationships which build better educational opportunities. Through the use of Call One and the district's website, district news may be disseminated instantaneously. Members of the community have immediate access to information pertaining to athletic events, school board meetings/minutes, lunch menus, and the daily morning report. Families may access personalized information regarding grades, assignments, discipline records, attendance, and lunch account balances.

While technology is an effective tool in communicating with their various constituents collectively, Nash staff realize personal contact with parents, students, and community members is a priority in opening lines of communication as they facilitate student growth. Staff members regularly contact parents to share positive news and solve any challenges. Parents are encouraged to contact staff members regarding any concerns and parent input is encouraged in a formal sense through the use of surveys distributed following

open houses and parent/teacher conference days. Attendance at Nash concerts, games, and plays as well as the active support of parent organizations all indicate success in working toward common goals.

Nash is privileged to reside in a complex allowing for effective engagement of its families and community through the use of the library, the auditorium, a fitness center and track, a new gym, and restructured baseball/softball diamonds. On the Nash campus, an area artist also offers a six-week art class and various community organizations hold after school activities. Nash is fortunate to engage community volunteers in assisting with many aspects of the educational spectrum from Sports and Music Booster Clubs to the Nash Parent Organization. These volunteers support activities including Grandparent Breakfasts, a Nash Bash Family Fun Night, and fundraising for special assemblies. Likewise, Junior Achievement, Life Education, Health Department, and Safety Assemblies are presented within the confines of Nash. Because the public is also allowed to actively participate in the educational process and they are allowed to utilize these facilities for community functions, community awareness of Nash programs, respect for the facilities, and voter support are fostered.

1. Curriculum:

Nash's motto and mission statement drive the curriculum and instruction. We "Make the Middle Matter" by understanding the uniqueness of adolescence and providing support during this change. The Character Counts program not only encourages positive values and morals, but it also teaches students about choices that prepare them for real life challenges. Throughout the Consumer Science curriculum, students focus on future career choices and discuss actions and consequences for real life scenarios.

We live our mission, "Striving for Excellence Today to be Successful Tomorrow," by seeking to create lifelong learners with skills needed to become successful citizens. The Illinois Learning Standards guide our curriculum while we integrate the National Common Core Standards. Nash teachers continually evaluate lessons to ensure a high level of rigor and student engagement to meet the needs of our diverse population.

In this technological world, it is imperative to integrate technology into daily lessons. The use of interactive white boards, student responders, document cameras, and four computer labs give students an interactive experience which enhances education and increases differentiation. The school offers online "student storage" through our website, so students can access homework assignments virtually anywhere.

Major emphasis on the Common Core subjects, Reading and Math, reflect the necessity of these skills in school and life. Language Arts and Literature are separate classes, while all other subject areas incorporate practical application of reading and writing strategies within their curriculum. The development of a rubric for evaluating student writing, along with a revising checklist for the writing process, has been implemented by the Language Arts department in an effort to help students develop consistency in writing skills. The Literature classes participate in Literature Circles to help guide students in evaluating and understanding classic and modern literature. Independent reading is encouraged through the use of the Accelerated Reading program where expectations increase at each grade level with the ultimate goal of creating lifelong readers.

All students participate in Accelerated Math. This program allows students to work at their individual ability level which assists in filling academic gaps and reviewing difficult concepts. The Math program also includes the opportunity for promising eighth grade students to take high school algebra while still in middle school. These students have the opportunity for an additional year of math which aids in college preparation.

Instruction in Spanish, Communications, and Physical Education/Health help to make our students well-rounded individuals. Communications class incorporates creative writing and public speaking, developing oral, written and visual communication skills. Our Introductory Spanish class provides students with basic Spanish terms and communication phrases as well as offering cultural awareness. High expectations in our athletic department promote healthy living as a lifestyle choice.

Our inquiry based Science and Social Studies programs strive to develop critical thinking skills. The integration of science notebooks has developed and enhanced science understanding, while improving reading, writing, math, and communication skills. Three science labs offer students the chance to have hands on learning experiences.

Our "Specials" include Music, Band, Fine Arts, Agriculture, and Computer classes, which provide opportunities for students to enhance individual interests. We continue to improve the computer curriculum to meet the ever changing technological world. With technology at our students' fingertips, the need for internet safety is emphasized in the core computer curriculum. Students have the opportunity to learn programming, graphic design, and technology tools to prepare them for the 21st century.

Our goal at Nash Middle School is to provide evolving, rigorous, and innovative curriculum to continue student advancement at this crucial learning stage.

2. Reading/English:

Nash's reading program is built on a foundation in literacy using a 3-tiered program with strong emphasis in Tier 1 instruction.

Fifth grade students learn to select books based on individual ability and interest. A plan of building reading skills is visible in daily lessons. New technology sources are also allowed as motivational tools for all readers. Sixth grade emphasizes non-fiction text, where students begin to realize the importance of reading skills across the curriculum and transfer strategies to textbooks. At the 7th-8th grade levels, the reading program expands with a focus on responding to literature by drawing conclusions and connecting literary elements with the world through writing.

A constant theme across all grade levels, students read a variety of texts, including short stories, novels, poetry, plays, and nonfiction. Additionally, students are expected to demonstrate mastery of reading and literary analysis skills. In order to achieve this, a wide variety of reading materials and teaching methods are utilized including literature circles, primary documents, and online curriculum.

In order to monitor learning and ensure all students succeed, two school assessments are given three times a year. Students not proficient on these assessments participate in Tier 2 or 3 instruction in a small-group reading intervention program. Interventions include Six Minute Solutions, Rewards Reading, Soar to Success, Comprehension Plus, and Achieve 3000. These programs, in conjunction with intentional instructional methods, ensure every student has the opportunity to learn at his or her maximum potential and become a proficient reader.

Nash's success with individualized reading can also be attributed to the partnership of the Central Citizen's Library District, an onsite school and public library. The CCLD provides unique access to current, high-quality resources in a variety of formats that support the diverse educational and recreational needs of the entire learning community. Students are taught information literacy skills through collaboration between professional library staff and classroom teachers.

The Renaissance Accelerated Reading program is one unifying theme that is implemented at all grade levels. Every student sets individualized goals with his or her teachers. Performance on comprehension quizzes is closely monitored in order to further differentiate instruction. The use of the Accelerated Reading Program not only helps develop success with comprehension and fluency, but promotes a love for reading as well.

Students can be seen throughout all curricular areas immersed in reading self-selected books. Creating life-long readers is a primary goal shared by all Nash staff.

3. Mathematics:

Nash Middle School's Math curriculum is currently aligned with the Illinois Learning Standards. However, the Math department is in the process of transitioning to the Common Core Standards. This process includes a "district wide action plan", which identifies the key areas to be addressed. Mapping the existing curriculum and completing projection maps is part of the action plan.

The Nash Middle School Math department meets regularly with the elementary school and high school math teachers. This collaboration helps to identify "gaps" in our curriculum. Any such "gaps" prompt research-based interventions with select students and changes in the curriculum. Best practices and strong vocabulary are stressed. The Math department expects students to be able to show his or her work and communicate their ideas on multiple step problems. Mental math and/or calculators are encouraged when

appropriate for the objective. Students are encouraged to collaborate with other students to solve more complex problems.

Differentiated instruction is provided within the classroom with the Renaissance Accelerated Math program. Students are able to meet specific goals at their academic level in an effort to reinforce concepts and close gaps in knowledge. RtI groups meet daily with students who are progress monitored and reassessed regularly using such programs as Mastering Math Facts, Carnegie Math, and Word Problems Made Easy. AIMS Web is the program utilized to progress monitor the students within the 5th and 6th grade RtI programs. During the RtI intervention time, previewing the new material and reviewing current concepts is a focus, along with establishing the math fluency.

Qualified eighth grade students are offered an opportunity to obtain high school algebra credit while still enrolled in middle school. This class is double blocked daily which translates to over ninety minutes a day to help achieve math competency. With the high school leading the way in scheduling longer times to increase math skills, Nash's math instruction has been extended to a block and a half which translates to over 130 minutes devoted to math in a two-day period.

On our journey to meeting excellence, we are concentrating our efforts by spiraling our curriculum to bring about greater understanding of key concepts. The five modalities (symbols, pictures, real – life examples, manipulatives, and written/oral communication) will lead our students to greater success as they strive to become even greater problem solvers in the future.

4. Additional Curriculum Area:

Nash is committed to success and excellence in the performing arts. Through our instrumental music, vocal music, general music, speech team, and theater productions, we make sure that the “Blue” in Blue Ribbon School is Nash Rocket Blue.

Recognizing that cultural understanding is essential to self-expression and that the Arts are vital to personal success, Nash students from 5th-7th grade are required to participate in the performing arts. All fifth and sixth graders are placed in a chorus/general music class and have the opportunity to learn a band instrument. Seventh and eighth grade chorus is an elective. Any seventh grade student not enrolled in chorus receives yearlong group guitar instruction. All students may choose band as an elective. New to our performing arts offerings is a show choir. In an effort to improve and enhance the music education experience, we host guest clinicians to work with our music students. Professional adjudicators annually award our music students over 90% division one ratings at solo and ensemble contest, and the Nash Middle School Band has been selected by the Illinois Elementary School Association as a state finals pep band for two years.

The number of students participating in theater productions has continued to increase over the last ten years. As many as 80 students will audition for the cast each year. The final cast will include approximately 30 students ranging from 5th-8th grades. In addition, another 20-30 students will participate on the production crew learning about lighting, sound, make-up, costuming, and scenery. Once their love of theater had been cultivated, these same students participated on stage in recent high school productions of Joseph and The Amazing Technicolor Dreamcoat, The Music Man, and Children of Eden.

Students wishing an individual or small group performing arts experience may also partake in our award winning speech team. An open door policy of our speech team allows any student in fifth through eighth grade to participate. The last four years have averaged a team roster of 42 individuals. The team has achieved great success with 86% of entries earning first place ratings at the Illinois Elementary School Association contest.

Working hand-in-hand with the academic subject areas, the performing arts department at Nash Middle School is proud to provide the right brain activities that assure that our students will achieve excellence today and success tomorrow making each one of them a blue ribbon winner.

5. Instructional Methods:

The fundamental goal of good instruction is to provide a sturdy foundation for learning. Through a variety of assessment tools, the staff evaluates the students to determine their abilities. The approach of the Nash staff is to use a variety of instructional practices to best adapt the curriculum to the needs of the students. Once the varying levels of student needs are identified, lessons are tailored and teachers use a variety of strategies to elevate students to successful academic levels.

Teachers strive to provide differentiation to meet all learning styles. Teachers have been trained to develop lessons with high levels of student engagement. Special education students are included in regular education classroom instruction. Co-teachers are utilized to assist struggling students in core academic classes. Regular and Special Educators modify and adapt lessons for Tier 2 and Tier 3 RtI students. RtI students receive additional instructional time on a daily basis in either a small group or with direct instruction. Students with IEP's are provided with small group or individual support to supplement learning. Paraprofessionals are assigned to the students who need constant support in the regular education program.

Efforts are also made to challenge and motivate those with high levels of achievement. Collaborative learning groups give opportunities for students to develop leadership skills. Students showing high levels of success are invited to join The Beta Club, where they continue to develop positive leadership skills and provide excellent student examples for their peers.

A wide variety of technology is available to Nash teachers and students. Interactive white boards help provide additional diversification for lessons, varying the instructional methods to meet the needs of all students. Instruction incorporating classroom sets of student responders help to keep all students engaged and results in greater individual participation. Document cameras are used in most rooms which allows for the sharing of information by students and staff.

Nash teachers are committed to do whatever is necessary to ensure that all students benefit from the instruction provided and continue to build a strong academic foundation for continued success.

6. Professional Development:

Teachers at Nash Middle School are continually encouraged to proceed in the area of professional development. We have set high standards for ourselves. Our professional development program is a comprehensive program designed to meet our School Improvement Plan, department goals, and individual teacher goals. Institute days as well as school improvement days have been set aside throughout the school year to enable staff to gain the professional development needed. The faculty at Nash has been trained in many beneficial areas.

The school has worked to ensure teachers have opportunities to be trained in curriculum mapping. This allows for a common language and curriculum alignment.

- Recently, teachers attended Promethean training seminars to learn how to use interactive white board technology in their classrooms to more effectively engage students in learning.
- The commitment to co-teaching/team teaching helps teachers align curriculum and support each other as well as mainstream all students with special needs.
- The math department has made a concerted effort to become familiar with the common core standards, and is meeting to determine the implementation of the standards.
- All faculty members have been trained in the RtI program.
- The staff collaborates on student scores with the use of Think Link, Star Math, and Star Reading.
- Instructional Practice Inventory training has allowed teachers to evaluate student engagement within classrooms, whether their own or others.

- Differentiated instruction and increased use of formative assessments are continually reviewed and practiced within the school building.
- The district supports the training and mentoring of new certified staff members by lead teachers.

Faculty has the opportunity to attend out of district workshops. In fact, when there is an initiative that will take a systematic change, the emphasis is on training small groups to support the idea of “train the trainers”, and the Principal participates in the training as well. New knowledge, skills, strategies, and ideas gained at workshops are shared with colleagues during faculty meetings. The teacher and staff involvement works to nurture a sturdy and constructive climate for learning with a goal of all staff members being lifelong learners. All professional development supports student learning and is aligned with content standards. Professional development has allowed Nash faculty to increase their educational understanding thus effectively improving total student achievement.

7. School Leadership:

The leadership at Nash demands excellence in everything that transpires at the school. The school mission statement of “Nash Middle School community is striving for excellence today to be successful tomorrow” is displayed in each room, reminding all that everyone’s quest for excellence positively impacts the entire Nash community.

Nash’s leadership consists of the Principal, the Dean of Students, and lead teachers. The grade level leadership is shared by all teachers in the building while they rotate team responsibilities of team leader, team secretary, RtI grade level coordinator, and parent contact liaison. The Principal meets weekly with representatives from each grade level. Through these weekly meetings school-wide initiatives are created, professional development is planned, assemblies are coordinated, team days are synchronized, and meaningful professional dialogues about teaching and learning occur. These meetings serve as a guiding force for the collaborative decision-making process occurring at Nash.

Challenging and clear expectations are established for the students by the leadership at Nash. All decisions made are student-centered. The Principal carefully stewards the taxpayers' money by running an efficient and fiscally responsible operation while creating coherent curriculum. The Dean of Students provides consistent direction in changing student behaviors to create a safe and productive learning climate. The school leaders motivate students by developing lessons, differentiating activities, utilizing different modalities, and incorporating technology, while teaching students to advocate for their own success.

As the primary instructional leader, the goal driven principal facilitates dialogue to maintain a climate of high expectations and promotes the use of data to drive instructional planning. Specifically, Nash embraces a continuous improvement philosophy with ongoing goal development and refinement through cyclical analysis of data provided by the ISAT, IAA, curriculum-based measurements, local assessments, and RtI. This approach is utilized in pursuit of the following vision:

Nash will provide meaningful, challenging, and appropriate educational activities for each student’s academic, social, cultural, and personal development. We will continue developing a community partnership which allows each student to achieve academic and personal success. We will seek to provide opportunities that will ensure that each student can learn to demonstrate responsibility and respect.

The leadership structure also allows for feedback to be assimilated from all stakeholders. In addition, students and parents at large have the ability to meet with administrators to discuss ideas for improvement. In summary, the administrative structure is designed to promote open dialogue in pursuit of the common vision of “excellence”.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	99	97	93	83
Exceeds	15	32	17	14	12
Number of students tested	84	68	77	76	81
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	96	95	93	100	80
Exceeds	19	24	14	13	25
Number of students tested	26	21	29	15	20
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3		4		2
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	2	3		2
4. Special Education Students					
Meets/Exceeds				85	27
Exceeds				0	0
Number of students tested	5	6	9	13	15
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Illinois Standards Achievement Test (ISAT)

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	92	96	84	93	68
Exceeds	35	50	25	25	25
Number of students tested	84	68	77	76	81
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	77	95	83	87	50
Exceeds	15	48	10	27	50
Number of students tested	26	21	29	15	20
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3		4		2
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	3	2	3		2
4. Special Education Students					
Meets/Exceeds				100	13
Exceeds				0	0
Number of students tested	5	6	9	13	15
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	98	97	89	94	80
Exceeds	38	25	23	10	13
Number of students tested	66	75	75	81	80
Percent of total students tested	99	100	97	98	100
Number of students alternatively assessed	1	0	2	2	0
Percent of students alternatively assessed	1	0	3	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	94	84	89	65
Exceeds	28	15	11	15	18
Number of students tested	25	33	19	27	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested		2		3	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	4	2	1	2	1
4. Special Education Students					
Meets/Exceeds			40	71	54
Exceeds			0	0	0
Number of students tested	5	6	10	14	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	87	89	88	80
Exceeds	44	29	27	25	23
Number of students tested	66	75	75	81	80
Percent of total students tested	99	100	97	98	100
Number of students alternatively assessed	1	0	2	2	0
Percent of students alternatively assessed	1	0	3	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	100	88	79	78	65
Exceeds	40	12	16	15	18
Number of students tested	25	33	19	27	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested		2		3	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	4	2	1	2	1
4. Special Education Students					
Meets/Exceeds			40	43	46
Exceeds			0	0	0
Number of students tested	5	6	10	14	13
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	92	96	95	88
Exceeds	46	34	57	45	39
Number of students tested	80	88	83	84	92
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	95	87	100	94	76
Exceeds	38	17	42	44	35
Number of students tested	40	23	31	18	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	3	2	3
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	2	2	2	2
4. Special Education Students					
Meets/Exceeds		54	79	75	41
Exceeds		0	0	13	6
Number of students tested	7	13	14	16	17
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	91	93	87	86	86
Exceeds	23	17	19	23	14
Number of students tested	80	88	83	84	92
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	95	83	87	78	76
Exceeds	18	9	13	17	12
Number of students tested	40	23	31	18	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	3	2	3
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	2	2	2	2	2
4. Special Education Students					
Meets/Exceeds		69	50	50	47
Exceeds		0	0	6	0
Number of students tested	7	13	14	16	17
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested					1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	95	94	78	90	74
Exceeds	42	28	22	23	13
Number of students tested	91	83	87	99	92
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	2	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	88	96	64	83	53
Exceeds	28	25	20	17	0
Number of students tested	25	24	25	24	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	3	3	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	2	2	3	2
4. Special Education Students					
Meets/Exceeds	55	64	26	60	32
Exceeds	18	0	0	7	0
Number of students tested	11	11	19	15	19
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested				2	
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	92	92	87	96	70
Exceeds	5	7	6	5	5
Number of students tested	91	83	87	99	92
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	2	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	80	88	72	92	41
Exceeds	4	0	4	4	0
Number of students tested	25	24	25	24	17
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	3	3	1
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested	1	2	2	3	2
4. Special Education Students					
Meets/Exceeds	64	64	63	80	21
Exceeds	0	0	0	0	0
Number of students tested	11	11	19	15	19
5. English Language Learner Students					
Meets/Exceeds					
Exceeds					
Number of students tested				2	
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					
In order to protect students' identities, the Illinois State Board of Education will not allow us report "Percent Proficient plus Percent Advanced" and "Percent Advanced" for those subgroups with fewer than 10 students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	95	95	89	92	81
Exceeds	35	29	30	23	19
Number of students tested	321	314	322	340	345
Percent of total students tested	99	99	99	98	100
Number of students alternatively assessed	3	1	2	5	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	94	93	86	90	68
Exceeds	29	19	23	21	19
Number of students tested	116	101	104	84	71
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	5	4	10	8	7
3. Hispanic or Latino Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	8	8	7	7
4. Special Education Students					
Meets/Exceeds	21	39	38	72	37
Exceeds	7	0	0	5	1
Number of students tested	28	36	52	58	64
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	2	1
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	92	91	86	90	76
Exceeds	25	24	18	18	16
Number of students tested	321	314	322	340	345
Percent of total students tested	99	99	99	98	100
Number of students alternatively assessed	3	1	2	5	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	88	88	80	83	57
Exceeds	19	15	10	14	21
Number of students tested	116	101	104	84	71
2. African American Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	5	4	10	8	7
3. Hispanic or Latino Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	10	8	8	7	7
4. Special Education Students					
Meets/Exceeds	25	44	44	67	31
Exceeds	0	0	0	1	0
Number of students tested	28	36	52	58	64
5. English Language Learner Students					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	2	1
6.					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL8